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| *Observation Notes* | *Evaluation Criteria* |
| 5:35 T. begins lesson by notifying class verbally and with snazzy Powerpoint presentation that there are three objectives for today’s lesson: Understanding how to distinguish between evaluation and discipline, knowing the 3 evaluation steps, and understanding importance of strategy with discipline.  --Observable Lesson Obj’s—Nice  5.45 T. uses varied activities such as funny pictures to help students understand desired outcome.  --Excellent job  5:45-6:45 T. makes everyone in classroom understand that they can be humiliated just as easily as Tiger Woods if they don’t laugh at Teacher’s stupid jokes.  --Nicely done.  5:30 to 7:00 By this point in the lesson, at least half the students have felt respected enough to ask a question. T. has been repeatedly telling students that they are asking good questions, even though it is painfully obvious that they are really dumb questions.  -Wow—You are the bestest ever | INSTRUCTIONAL SKILLS   * Observable lesson objectives * Objectives provide measurement of student achievement * Objectives are appropriate to content, learners, and setting * Lesson objectives were obtained * Utilizes and develops measurable devices for evaluation of students * Provides and employs appropriate instructional materials   CLASSROOM MANAGEMENT   * Appropriate, effective classroom control procedures * Varied activities that lead to desired outcomes * Physical arrangement facilitates learning   PROFESSIONAL PREPARATION AND SCHOLARSHIP   * Accepts his/her share of responsibility for preparation * Supports and participates in activities to develop professional skills   EFFORT TOWARD IMPROVEMENT WHEN NEEDED   * Accepts constructive criticism and works toward improvement * Participates in self assessment/evaluation   HANDLING OF STUDENT DISCIPLINE   * Disciplines students in a fair and consistent manner * Follows District policies concerning discipline    INTEREST IN TEACHING PUPILS   * Aware of levels of student interest and experience * Demonstrates mutual respect for students * Has empathy for pupils with differing learning styles * Tactful in dealing with students   KNOWLEDGE OF SUBJECT MATTER   * Recognizes the relationship between his/her subject matter and others |